

SACHEL FORD ROAD ELEMENTARY

5901 Satchel Ford Rd.
Columbia, South Carolina 29206

GRADES K-5 Elementary School

ENROLLMENT 657 Students

PRINCIPAL Linda Moniuszko 803-738-7209

SUPERINTENDENT Dr. Ronald L. Epps 803-231-7500

BOARD CHAIR Vince Ford 803-231-7556

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
27	18	2	0	0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

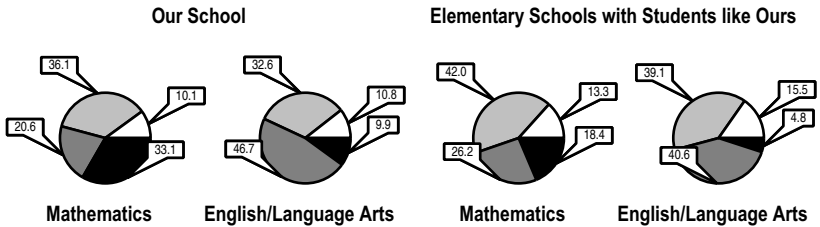
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Excellent	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS

	Definition of Critical Terms
	Advanced Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient Well prepared to work at next grade level; met expectations
	Basic Met standards; minimally prepared, can go to next grade level
	Below Basic Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	48	97	89
Percent satisfied with learning environment	100.0%	96.9%	91.9%
Percent satisfied with social and physical environment	95.7%	99.0%	82.8%
Percent satisfied with home-school relations	100.0%	96.9%	93.2%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	365	99.2	10.8	32.6	46.7	9.9	56.6	17.6
Gender								
Male	182	98.4	12.2	34.1	51.2	2.4	53.7	17.6
Female	183	100.0	9.4	31.2	42.4	17.1	59.4	17.6
Racial/Ethnic Group								
White	244	100.0	5.1	25.3	56.5	13.1	69.6	17.6
African-American	110	97.3	25.8	50.6	21.3	2.2	23.6	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	7	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	323	100.0	7.7	30.9	50.7	10.7	61.4	17.6
Disabled	42	92.9	36.1	47.2	13.9	2.8	16.7	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	365	99.2	10.8	32.6	46.7	9.9	56.6	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	365	99.2	10.8	32.6	46.7	9.9	56.6	17.6
Socio-Economic Status								
Subsidized meals	106	98.1	25.0	57.1	16.7	1.2	17.9	17.6
Full-pay meals	258	99.6	6.0	24.4	56.8	12.8	69.6	17.6

Mathematics								
All students	365	99.7	10.1	36.1	20.6	33.1	53.7	15.5
Gender								
Male	182	99.5	8.5	34.8	23.8	32.9	56.7	15.5
Female	183	100.0	11.7	37.4	17.5	33.3	50.9	15.5
Racial/Ethnic Group								
White	244	100.0	3.8	29.1	24.9	42.2	67.1	15.5
African-American	110	99.1	27.8	54.4	10.0	7.8	17.8	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	7	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	323	100.0	5.4	36.5	23.1	35.1	58.2	15.5
Disabled	42	97.6	50.0	33.3	N/A	16.7	16.7	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	365	99.7	10.1	36.1	20.6	33.1	53.7	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	365	99.7	10.1	36.1	20.6	33.1	53.7	15.5
Socio-Economic Status								
Subsidized meals	106	100.0	29.4	55.3	8.2	7.1	15.3	15.5
Full-pay meals	258	99.6	3.6	29.6	24.8	42.0	66.8	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	109	N/A	5.5	20.2	59.6	14.7	74.3
	Grade 4	106	N/A	7.5	30.2	50.9	11.3	62.3
	Grade 5	123	N/A	8.2	35.2	50.0	6.6	56.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	126	100.0	12.6	24.4	47.1	16.0	63.0
	Grade 4	117	99.1	10.2	28.7	54.6	6.5	61.1
	Grade 5	121	98.3	9.3	45.8	38.3	6.5	44.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	1	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	109	N/A	10.1	33.9	28.4	27.5	56.0
	Grade 4	106	N/A	12.3	24.5	17.0	46.2	63.2
	Grade 5	123	N/A	14.8	29.5	20.5	35.2	55.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	126	100.0	13.3	44.2	22.5	20.0	42.5
	Grade 4	117	99.1	6.5	27.8	14.8	50.9	65.7
	Grade 5	121	100.0	10.3	35.5	24.3	29.9	54.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	1	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 657)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	1.5%	Down from 1.8%	1.9%	2.4%
Attendance rate	96.5%	Down from 96.9%	96.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	41.7%	Up from 40.4%	26.2%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	6.7%	Up from 4.9%	6.7%	8.0%
Older than usual for grade	1.2%	No change	0.6%	1.1%
Suspended or expelled	0.0%	Down from 1.1%	0.0%	0.0%

Teachers (n= 47)				
Teachers with advanced degrees	61.7%	Down from 64.4%	53.6%	50.0%
Continuing contract teachers	76.6%	Down from 88.9%	86.5%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	84.0%	Up from 82.1%	88.8%	86.2%
Teacher attendance rate	96.1%	Down from 96.4%	95.7%	95.3%
Average teacher salary	\$42,702	Down 1.0%	\$41,431	\$39,909
Prof. development days/teacher	8.2 days	Up from 8.1 days	9.6 days	11.4 days

School				
Principal's years at school	1.0	Down from 7.0	4.0	4.0
Student-teacher ratio	17.5 to 1	Up from 16.2 to 1	20.5 to 1	18.9 to 1
Prime instructional time	91.9%	Down from 92.2%	91.4%	89.7%
Dollars spent per pupil*	\$6,094	Up 3.3%	\$5,341	\$5,892
Percent spent on teacher salaries*	75.0%	Up from 74.9%	67.9%	66.6%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	98.8%	Up from 96.5%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

During the 2002-2003 school year, Satchel Ford Elementary School participated in a yearlong self-assessment and examination sponsored by the Commission on Elementary and Middle Schools, Southern Association of Colleges and Schools. We were visited by a peer review team and rated with the highest rating, "meets expectations," on every standard and criterion. Our entire community participated in this self-study. Students, staff, and parents served on committees to set challenging goals for the next five years.

Satchel Ford again was awarded the Palmetto Gold Award by the State Department of Education for student achievement on the Palmetto Achievement Challenge Tests. Our School Improvement Council competed in the Dick and Tunky Riley Award for outstanding leadership and was named one of five finalists in that competition.

One of our goals for this year was to strive to meet each individual student's academic needs through enrichment and supplemental services. Teachers worked with first- through fifth-grade students individually and in small groups to help improve performance and achievement. Tutoring occurred before and after school, during recess, and during school hours.

Work continued on each grade level's outdoor learning center. The greenhouse workspace was completed. Bedding sites sprang up around the school for plantings that reflect the study of South Carolina history and agriculture.

More than 61% of Satchel Ford students qualify to participate in the state and district gifted and talented program. Approximately 12% of Satchel Ford students have physical and/or learning disabilities and receive services based upon need. Reading Recovery serves approximately 20% of the first-grade population, focusing on students who are at-risk. All students receive instruction in French, computer literacy, and creative arts.

Satchel Ford continues to run its own after-school child care program, in which more than 100 students participate. Our own staff members run this program and are responsible for its success.

Student Council focuses their work on community service. Student ambassadors assist new students to acclimate to life and expectations here. Students serve as Special Olympics coaches and mentors and accompany our Special Olympic athletes to the competition in the spring.

Parent and grandparent volunteers served this year as Lunch Buddies, reading tutors, and helping hands. Volunteers logged more than 28,000 hours helping to make Satchel Ford a better school. Our very active PTO helps fund programs that make Satchel Ford a special place.

Linda K. Moniuszko, Principal, Satchel Ford Elementary School

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.